

# Department of Social Work Student Handbook 2017-2019

Detroit

Student

Table

## Introduction

The University of Detroit and Mercy College of Detroit legally merged in December 1990. Prior to then the University of Detroit and Mercy College of Detroit, each had

## Social Work Policy on Non Discrimination

The Department of Social Work admits and conducts all aspects of the educational program without discrimination based on race, color, gender, marital status, national or ethnic origin, age, creed, handicap, political or sexual orientation.

## Mission Statement

The mission of the University of Detroit Mercy Social Work program is to provide academic experience and curriculum that enables students to integrate and apply knowledge, values and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, provide leadership in service, work with diverse client systems in a variety of settings and are committed to social and economic justice. The social work program's mission statement is an extension of the University's mission statement and provides the framework for program goals.

## Social Work Program Goals

1. To prepare BSW students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations and communities.
2. To foster a commitment to continuing education, maintaining competence in practice, and enhancing and increasing opportunities for BSW graduates for renewal and advancement within the profession.

## Social Work Competencies

1. Demonstrate ethical and professional behavior
2. Engage diversity and

development. Finally, generalist practitioner evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Department of Social Work Admission Policy and

## Dismissal Policy and Procedure





The student is under the influence of alcohol or drugs in the classroom or field settings, which caused them to function in an impaired manner, exhibit inappropriate behavior,



## ACADEMIC PERFORMANCE STANDARDS FOR ADMISSION, RETENTION AND GRADUATION

Because of the responsibilities inherent in social work and the potential to do harm in positions, academic requirements are necessary in a social work program. In addition to scholastic requirements for successful completion of courses, social work students are expected to conduct themselves in a manner that is consistent with the values, ethics and conduct requirements of the profession in their three primary roles in the program: (a) as learners, (b) as students in a professional program, and (c) as future professional helpers. Academic performance standards in the social work program include cognitive, skill, scholastic, behavioral and professional components that are indicators of professional preparedness for practice.

The Academic Performance Standards for Detroit Mercy's Social Work Program include: scholastic standards, values and ethical standards, self awareness, interpersonal relationship skills, professional responsibility, critical thinking and problem solving abilities, and communication skills.

Students who are unable, or unwilling, to achieve or demonstrate the essential behaviors identified in this document may come before the Social Work Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in or termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.
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Essential Student Behavior:

The student must achieve an overall GPA of 2.0

The student must achieve an overall GPA of 2.0 in required social work courses



The student will prepare for, and effectively utilize, supervision and other forms of professional advisement and mentorship.

The student will demonstrate a realistic and accurate self awareness of his/her own strengths, limitations, values, The P-â% ¥ Aò9 ÐÄ qÐ7

Refrains from illegal drug use and demonstrates behavior that is consistent with Detroit Mercy's Student Standards on Drugs and Alcohol.

Critical Thinking and Problem Solving Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference, conclusions that are grounded in relevant data, information, and evidence.

Essential Student Behavior:

The student will demonstrate the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic and environmental factors may affect an individual, family or group of various sizes.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

The student will speak with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.

The student shows skill in building rapport and engaging clients, applying principles of sound communication.

The student follows agency guidelines for record keeping.

### Students in Academic Difficulty

Students whose cumulative grade point average is below a 2.0, may not enter social work courses and may not be admitted to the program.

Social work students who are in the social work curriculum whose cumulative grade point average falls below 2.0 have one semester to bring their grade point above 2.0. If the student does not bring up their grade point to at least a 2.0 during the next semester then they will not be allowed in any further social work courses until their academic work is satisfactory (2.0 or better).

All social work students are subject to the academic probation process utilized by the College of Liberal Arts and Education.

## Curriculum

### Courses

The academic and fieldwork components of the Department of Social Work are designed to prepare the student for beginning level generalist practice as level



College of Liberal Arts and Education  
Core Curriculum Requirements

*Communication Skills:*

Knowledge/Communication Skills(6 credit hours)

Written

*Ethics and Social Responsibility*

Ethics– (3 credit hours)

*Integrating Theme 1: Reading, Writing and Research Across the Curriculum*

SWK2050:CriticalThinkingandWriting for SocialWorkers– (3 credit hours)

*Integrating Theme 2: Critical Thinking*

SWK2050:CriticalThinkingandWriting for SocialWorkers– (3 credit hours)

*Integrating Theme 3: Cultural Diversity*

HUS4410:Multicultural Understanding- (3 credit hours)

*Integrating Theme 4: Human Difference*

HUS4410:Multicultural Understanding- (3 credit hours)

*Integrating Theme 5: Personal Spiritual Development*

3 credit hours

*Integrating Theme 6: Spirituality and Social Justice*

3 credit hours

Please refer to <https://www.udmercy.edu/facultyr>

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## Social Work Supportive Course Requirements

Writing Proficiency at the ENL1310 level  
Introduction to Psychology- PYC1000  
Introduction to Sociology- SOC1000  
Introduction to Political Science- POL1000  
Abnormal Psychology- PYC3420  
Fundamentals of Speech- CST1010  
Multicultural Understanding- HUS4410  
Introduction to Substance Abuse- ADS1000  
OR  
Introduction to Criminal Justice- CJS1300

## Social Work Required Courses

SWK2000 Introduction to Social Work 3 credit hours

SWK2050– Critical Thinking and Professional Writing for Social Workers– 3 credit hours

SWK2100 Social Welfare and Social Justice 3 credit hours

SWK3100 Social Welfare Policy 3 credit hours

SWK3200 Human Behavior in a Multicultural Environment I 3 credit hours

SWK3250 Human Behavior in a Multicultural Environment II 3 credit hours  
(Prerequisite is SWK3200)

SWK3700 Social Research Methods 3 credit hours

SWK3990 Social Work Practicum I 3 credit hours

SWK4000 Social Work Practicum II 3 credit hours  
(Prerequisite is SWK3990, and must be taken simultaneously with Field Education SWK4700 and SWK4710)

SWK4010 Social Work Practicum III 3 credit hours  
(Prerequisite is SWK4000, and must be taken simultaneously with Field Education SWK4750 and SWK4760.)

SWK4700 Field Instruction I 5 credit hours  
(Prerequisite is SWK2000, SWK2100, SWK3100, SWK3200, SWK3250, and SWK3990. In addition, students must make application and be accepted for Field Placement see Field Placement Handbook for completed details)

SWK4710 Social Work Seminar I 2 credit hours  
(Must be taken simultaneously with SWK4700 and SWK4000)

SWK4750 Field Instruction II 5 credit hours  
(Prerequisite SWK4700)

SWK4760 Social Work Seminar II 2 credit hours  
(Must be taken simultaneously with SWK4750 and SWK4010)

### Field Education

Field Education is a significant part of your education for professional practice and is

specifically designed to Th<0009 /TT4 1 Tf .225 0 1 15 .0001 Tc (simultaneously)Tj /TT3 1 Tf 6.14 0

## Grading

Field Placements are graded on the standard University scale A through F, as well as all social work courses. In addition, any courses in which a student receives

UNIVERSITY OF DETROIT MERCY  
DEPARTMENT OF SOCIAL WORK  
4 YEAR CURRICULUM PLAN  
(SAMPLE)

<u>Freshman Year Term I</u>	Credits
Fundamentals of Speech (CST 1010)	3
Introduction to Sociology (SOC 1000)	3
Math 1010	3
Elective	<u>3</u>
	12

<u>Term II</u>	
Core Curriculum– Natural Science	3
Core Curriculum– Philosophy	3
Core Curriculum History	3
Introduction to Psychology (PYC 1000)	3
Elective	<u>3</u>
	15

<u>Sophomore Year Term I</u>	
Introduction to Social Work (SWK 2000)	3
Abnormal Psychology (PYC 3420)	3
Core Curriculum Requirement– English Literature	3
Introduction to Substance Abuse (ADS 1000) OR Introduction to Criminal Justice (CJS 300)	3
Elective	<u>3</u>
	15

<u>Term II</u>	
Social Welfare and Social Justice (SWK 2100)	3
Core Curriculum Requirement Humanities	3
Core Curriculum Requirement– Human Difference	3
Elective	3
Elective	<u>3</u>
	15

JuniorYear TermI

CriticalThinkingandWriting for SocialWorkers(SWK2050)	3
HumanBehaviorin the SocialEnvironmentI (SWK3200)	3
CoreCurriculumRequirement- ReligiousStudies	3
CoreCurriculumRequirement- Philosophyor ReligiousStudies	3
Elective	3
Elective	<u>3</u>
	18

TermII

SocialWelfarePolicy(SWK3100)	3
HumanBehavior: Multicultural EnvironmentII (SWK3250)	3
SocialResearchMethods(HUS3700)	3
SocialWorkPracticel (SWK3990)	3
Elective/Core(2 courses @ 3 creditseach)	<u>6</u>
	18

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SeniorYear- TermI

SocialWorkPracticell (SWK4000)	3
FieldInstruction(SWK4700)	5
SocialWork SeminarI (SWK4710)	2
Multicultural Understanding(HUS441)	3
Elective/Core	<u>3</u>
	16

SeniorYear- TermII

SocialWorkPracticellII (SWK4010)	3
FieldInstructionII (SWK4750)	5
SocialWork SeminarII (SWK4760)	2
Elective/Core	<u>3</u>
	16

**BSW Part Time Program (WCCCD) and Transfer Students**

Fall Term (Year 1)		Winter Term (Year 1)	
Course	Credit	Course	Credit
SWK2000 Introduction to Social Work	3	SWK2100 Social Welfare and Social Justice	3
SWK2050 Critical Thinking and Writing for Social Workers	3	SWK3100 Social Welfare Policy	3
<b>Total</b>	<b>6</b>	<b>Total</b>	<b>6</b>

Fall Term (Year 2)		Winter Term (Year 2)	
Course	Credit	Course	Credit
SWK3200 Human Behavior: Multicultural Environment I	3	SWK3250 Human Behavior: Multicultural Environment II	3
HUS4410 – Multicultural Understanding	3	SWK3990 Social Work Practice I	3
<b>Total</b>	<b>6</b>	<b>Total</b>	<b>6</b>

Summer Term I (Year 2)		Summer Term II (Year 2)	
Course	Credit	Course	Credit
PYC3420 Abnormal Psychology	3	SWK3700 Social Research Methods	3
<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>

Fall Term (Year 3)		Winter Term (Year 3)	
SWK4000 Social Work Practice II	3	SWK4010 Social Work Practice III	3
SWK4700 Field Instruction I	5	SWK4750 Field Instruction II	5
SWK4710 Social Work Seminar I	2	SWK4760 Social Work Seminar II	2
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>10</b>



## Academic Advising Information

Upon admission to the University,

Michigan. The current president of the

## SOCIAL WORK TEACHING FACULTY

### Janet Joiner

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Janet M. Joiner, Ph.D. is chair and assistant professor in the Social Work Department. She holds a doctorate from Wayne State University in Educational Leadership & Policy Studies. Additionally, she holds a Master of Social Work and a Bachelor of Social Work from Western Michigan University.

She is founder of the Institute for Cyber Social Work, an organization dedicated to advancing digital social work practice, while providing technological training and support services to social workers, human service organizations and academic institutions.

Joiner has more than 10 years of college teaching experience as adjunct faculty in the Wayne State University School of Social Work where she taught undergraduate and graduate courses. She has nearly 29 years of professional administrative and clinical experience in higher education settings and most recently served as Dean of Human Services, Criminal Justice and Early Childhood Education at Baker College of Clinton Township and Port Huron. Recently, she completed her second book titled, "Digital Leadership Encouraging Responsible Use of the Internet, Social Media and Mobile Technologies on Campus".

She is also a member of the Michigan Chapter of the National Association of Social Workers (NASW) and is serving as a member of NASW Michigan Delegate Assembly. Her research focus is the integration of technology in social work practice and Intrapreneurship and Entrepreneurship in social work practice.

### Aloha VanCamp

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Associate Professor of Social Work, VanCamp teaches social work practice and research methods for the department of social work. She has an extensive background in mental health and program evaluation. Her research presentations include assessment and evaluation and international social work. She has served as Dean of Detroit Mercy Weekend College, Acting Dean of the College of Education and Human Services, and Chair of the Social Work program. She was previously the President of the Michigan Society for Clinical Social



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# Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmark site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

## EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP at periodic intervals not to exceed 7 years. "CSWE's recognition by the Council for Higher Education process









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knowledge to facilitate engagement with clients and constituencies including individuals, families, groups, organizations and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

#### 2015 Educational Policy and Accreditation Standards

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship building and inter professional collaboration to facilitate engagement with clients, constituencies and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter professional collaboration in this process. Social workers understand

work Social and with, and apply

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

# Program Mission and Goals

## Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

## Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

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Service, social justice, the dign

## Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options.

and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

### Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

### Accreditation Standard B2.0—Generalist Practice

- B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0.
- B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### Accreditation Standard M2.0—Generalist Practice

- M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP2.0.
- M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

## EXPLICIT CURRICULUM

### Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes and behaviors that extend and enhance the nine Social Work Competencies and prepare

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## Accreditation Standard M2.1—Specialized Practice

- M2.1.1 The program identifies its area(s) of specialized practice (EPM 2.1), and demonstrates how it builds on generalist practice.
- M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies and any additional competencies developed by the program to prepare students for practice in the area(s) of specialization.
- M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

## Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

## Accreditation Standard 2.2—Field Education

Field education is a core component of social work education. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.





To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

### **Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

#### *Admissions*

**B3.1.1** The program identifies the criteria it uses for admission to the social work program.

**M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university.

### **Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies and an appropriate student faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship and service—as well as their interactions with one another, administration, students, and community—the program's faculty model the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### **Accreditation Standard**

- B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE accredited program with a doctoral degree in social work preferred.
- B3.3.4(b) The program provides documentation that the director has a full time appointment to the social work baccalaureate program.
- B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
- M3.3.4(b) The program provides documentation that the director has a full time appointment to the social work master's program.
- M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates that this time is sufficient.

#### IMPLICIT CURRICULUM

- 3.3.5 The program identifies the field education director.
- 3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE accredited program and at least 2 years of post baccalaureate or post master's social work degree practice experience.
- M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE accredited program and at least 2 years of post master's social work degree practice experience.
- B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out for

### Accreditation Standard 3.4—Resources

- 3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explain how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3 The program demonstrates that it

- Copies of all assessment

*Environmental justice*







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**Code of Ethics**  
*of the National Association of Social*

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person,





(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or the client





Socialworkers

## 2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the

services required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional services are provided by the referring social worker.

## 2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual relationships

(d) When necessary social workers who believe that a colleague has acted unethically should take action through appropriate formal channels

for the number of years required by state statutes or relevant contracts.

### 3.05 Billing



their



## 5.02 Evaluation and Research

(a)

## ***6. Social Workers' Ethical Responsibilities to the Broader Society***

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that

Code of Ethics  
*of the National Association of Social Workers*

Approved

these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the population they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal the social

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies or organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determinations

**Value:** *Service*

**Ethical Principle:** *Social workers' primary*

ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise. r e s p o n s i b l y*

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### 1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience or other relevant professional experience.



appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones, and telephone answering machines and other electronic or computer technology. Disclosure of identifying information should

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for



(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## 2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

### 2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

#### 2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well being.

#### 2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

#### 2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

#### 2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate



established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

#### 2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be knowledgeable about established

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable

(a) When an individual who is receiving services from another

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant

relevant professional credentials they actually possess







of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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**Bachelor of Social Work Program**  
**Application for Admission**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Permanent Home Address: \_\_\_\_\_  
Street City/State Zip Code

Dorm Bldg. Room #: Student Number: GPA:

Cell PH #: \_\_\_\_\_ University Email Address: \_\_\_\_\_

Indicate Campus to which you are applying: Main Campus University Center

Students interested in declaring a Social Work major must: 1) complete this form for a Bachelor of Social Work (BSW)